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ABSTRACT

Requiring and supporting the development of thinking skills, this paper presents Washington State's Essential Academic Learning Requirements for writing. It sees writing as an act of discovery, of communication, of joy, and as an essential part of a literate society. Four charts outline standards and benchmarks regarding: (1) writing clearly and effectively; (2) writing in a variety of forms for different audiences and purposes; (3) understanding and using the steps of writing process; and (4) analyzing and evaluating the effectiveness of written work. The four charts are divided into benchmarks for grades 4, 7, and 10. (SC)

Essential Academic Learning Requirements in Writing.

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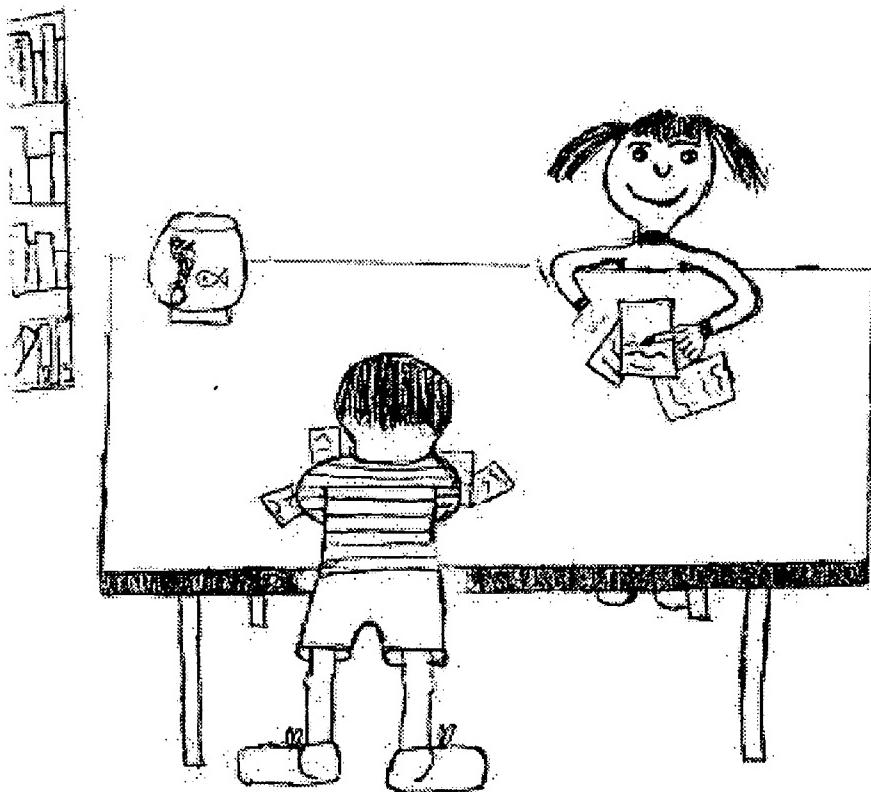
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Writing



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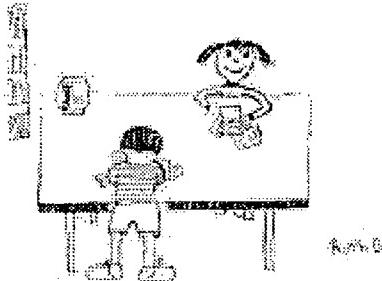
INTRODUCTION TO WRITING

Writing for Today and Tomorrow - Writing is essential to a literate society. Writing can be an act of discovery, of communication, of joy. It connects us to work, to culture, to society, to existing knowledge, and to the meanings of our lives.

What Is Writing? - Writing is the learned process of shaping experiences into text, allowing the writer to discover, develop, clarify and communicate thoughts and feelings. Writing requires and supports the development of thinking skills. Learning to write brings the learner into the literate community as an active participant in the conversation. Writing is our catalyst for creating the future.

Committed writers use writing for a wide spectrum of practical, economic, social, personal and aesthetic purposes. Engaged writers use a language that is alive, flexible and adaptable to the highest expression of which the human being is capable.

Essential Academic Learning Requirements in



WRITING

1. The student writes clearly and effectively.

To meet this standard, the student will:

1.1 develop concept and design

develop a topic or theme; organize written thoughts with a clear beginning, middle, and end; use transitional sentences and phrases to connect related ideas; write coherently and effectively

1.2 use style appropriate to the audience and purpose

use voice, word choice, and sentence fluency for intended style and audience

1.3 apply writing conventions

know and apply correct spelling, grammar, sentence structure, punctuation, and capitalization

2. The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

2.1 write for different audiences

2.2 write for different purposes

such as telling stories, presenting analytical responses to literature, persuading, conveying technical information, completing a team project, explaining concepts and procedures

2.3 write in a variety of forms

including narratives, journals, poems, essays, stories, research reports, and technical writing

2.4 write for career applications

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3. The student understands and uses the steps of the writing process.

To meet this standard, the student will:

- 3.1 prewrite
generate ideas and gather information
- 3.2 draft
elaborate on a topic and supporting ideas
- 3.3 revise
collect input and enhance text and style
- 3.4 edit
use resources to correct spelling, punctuation, grammar, and usage
- 3.5 publish
select a publishing form and produce a completed writing project to share with chosen audience

4. The student analyzes and evaluates the effectiveness of written work.

To meet this standard, the student will:

- 4.1 assess own strengths and needs for improvement
analyze effectiveness of own writing and set goals for improvement
- 4.2 seek and offer feedback

WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

1. The student writes clearly and effectively.

To meet this standard, the student will:

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
<p>1.1 develop concept and design</p> <p>represent one main idea or topic in text</p> <p>choose own topic; write in more than one genre</p> <p>elaborate on details to enhance or support main ideas</p> <p>organize text with a clear beginning, middle, and end (spatial, sequential); use transitions to construct logical order</p> <p>use paragraphs to organize text</p>	<p>demonstrate consistency in focus; construct a logical argument</p> <p>write in a number of genres and forms</p> <p>discriminate between essential, intriguing, or useful information and trivia</p> <p>demonstrate elaboration through examples, details, facts, and/or reasons, etc.</p> <p>use effective organizational structures; construct sequenced paragraphs using effective transitions</p> <p>write coherent paragraphs</p> <p>write analytically using basic and clear logic</p>	<p>maintain a sharp focus throughout the work; focus text clearly to hold a reader's attention, to make a point, to tell a story, and/or describe a process or phenomenon approach a topic in an individualized and purposeful way</p> <p>► discriminate between essential, intriguing, or useful information and trivia</p> <p>develop a topic, theme, or central metaphor with carefully chosen and focused detail and content</p> <p>control emphasis, sequencing, focus, and transitions in a variety of genres such as <i>poetry, technical, or narrative</i></p> <p>► write coherent paragraphs</p> <p>develop analysis, synthesis, persuasion, and exposition logically; demonstrate advanced logic</p>
<p>1.2 use style appropriate to the audience and purpose</p> <p>communicate own perspective and ideas</p> <p>demonstrate awareness of the audience</p> <p>use patterns and vocabulary from literature and non-fiction</p> <p>use figurative language and imagery</p> <p>use words in more than one context</p> <p>use a variety of sentence lengths and types</p>	<p>choose voices appropriate to different genres and audiences</p> <p>choose language that is precise, engaging, and well-suited to the topic and audience</p> <p>use accurate and precise language relevant to content area</p> <p>experiment with figurative language and sound patterns</p> <p>use words appropriate to the chosen purpose</p> <p>vary sentence length and structure</p>	<p>recognize voice; strengthen and modify own voice as appropriate</p> <p>choose words to convey intended message in a precise, interesting, and natural way</p> <p>use specialized vocabulary relevant to a specific content area</p> <p>use figurative language and sound patterns effectively</p> <p>consider connotation and denotation when choosing words</p> <p>vary the complexity of sentence structure and cadence for effect</p>

WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

Writing - Essential Academic Learning Requirement 1 (Continued)

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
<p>1.3 apply writing conventions</p> <ul style="list-style-type: none"> write complete sentences use correct subject-verb agreement use capitalization and punctuation accurately in the final draft spell age-level words correctly in the final draft indicate paragraphs consistently use correct cursive letter formation and legible handwriting 	<ul style="list-style-type: none"> use compound and complex sentences employ conventional grammar, such as <i>subject/verb agreement</i> and <i>verb tense agreement</i> except for effect apply capitalization and punctuation rules correctly spell correctly except for effect in final draft use paragraphing, stanza division and other textual markers such as <i>table of contents, title and subtitle, and bullets</i> write legibly 	<ul style="list-style-type: none"> use standard writing conventions in final draft to enhance meaning and clarity: <ul style="list-style-type: none"> ► grammar/usage ► capitalization ► punctuation ► spelling use paragraphing and stanza division to reinforce text's organizational structure <ul style="list-style-type: none"> ► write legibly

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WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

2. The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
2.1 write for different audiences write for self, teacher, or other personally known audience show some awareness of audience needs	write for distant audiences such as <i>pen pals and community members</i> determine and write for the needs of different audiences	identify, analyze, describe, and meet the needs of chosen audience show sense of how particular audience may interpret a text
2.2 write for different purposes write for different purposes including: <ul style="list-style-type: none"> ➢ to respond to teacher's prompt ➢ to tell about something ➢ to name something ➢ to describe something ➢ to direct ➢ to imagine ➢ to learn 	write for a range of purposes including: <ul style="list-style-type: none"> ➢ to express him/herself ➢ to inform others ➢ to create ➢ to explain ideas or procedures ➢ to persuade others ➢ to entertain ➢ to debate ➢ to question 	write for a broad range of purposes including: <ul style="list-style-type: none"> ➢ to reflect upon own experiences ➢ to experiment with language ➢ to make inferences or draw conclusions ➢ to present an analytical response to literature ➢ to apply for jobs ➢ to communicate research findings ➢ to convey technical information
2.3 write in a variety of forms write in a variety of forms and genres (narratives, journals, poems, essays, reports, stories, etc.)	write in a variety of forms and genres (narratives, journals, poems, essays, stories, research reports, etc.) vary form, detail, and structure of writing in accordance with intended audience and purpose	write in a variety of forms and genres (tall tales, myths, fables, reports, experiments, directions, dramas, narratives, journals, poems, essays, stories, etc.) intertwine elements of exposition, argumentation, narration, figurative, and rhythmic language as needed according to audience and purpose
2.4 write for career applications identify the kinds of documents one might be required to write in a career setting	identify particular forms one might be required to use when writing in career settings, <i>for example, software programs or research reports</i> produce technical and non-technical documents using resources from career settings such as <i>evacuation manuals, consumer spending graphs, and demographic tables</i> identify different forms used to cite sources when writing reports or technical documents, <i>for example, references, footnotes, and endnotes</i>	identify particular writing skills required for occupational/career areas of interest produce technical and non-technical documents for career audiences such as a <i>homepage, research report, or blueprint</i> understand the importance of using reference style consistently when writing reports or technical documents

WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

3. The student understands and uses the steps of the writing process.

To meet this standard, the student will:

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
3.1 prewrite generate own ideas (brainstorm); organize and plan writing (outlines, webbing, story mapping, listing, jotting, free writing, etc.) use available tools and technology such as a <i>simple word processor</i> consistently through the writing process use resources in schools, libraries, and community	use a variety of prewriting strategies (story mapping, listing, webbing, jotting, outlining, freewriting, brainstorming, etc.) ► use available tools and technology such as a <i>simple word processor</i> consistently through the writing process gather information from a variety of sources such as <i>interviews, multimedia, and periodicals</i>	generate ideas and plan writing independently such as <i>extensive planning, and defining and choosing an appropriate mode of expression</i> ► use available tools and technology such as a <i>simple word processor</i> consistently through the writing process analyze and synthesize information from a variety of sources such as <i>interviews, multimedia, books, and periodicals</i>
3.2 draft write using own vocabulary, spelling, and drawings	elaborate on an initial idea coordinate ideas and perspectives and take variables into account form complete phrases, sentences, and thoughts	formulate and construct ideas independently coordinate a number of ideas and points of view construct a clear narrative or argument
3.3 revise collect input from others add appropriate language and/or graphics to enhance text and style	confer with others to improve text; evaluate suggestions from others add and delete information and graphics as needed to enhance text and style	present argumentation effectively by using clarity, coherence, and precision; draft text that uses logical flow of ideas and relationships confer with others to improve text; incorporate suggestions from others investigate additional information sources to improve text; use language to enrich text and enhance style
3.4 edit	use a dictionary as a reference correct errors with assistance add missing or necessary words correct common errors in spelling, punctuation, and capitalization	adapt new reference technologies to further the purpose of writing demonstrate self-correction change text order to improve argument, flow of information, and logic ► correct mechanics and grammar

WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

Writing Essential Academic Learning Requirement 3 (Continued)

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
3.5 Publish select a display form and publishing options such as a <i>book or a poster</i> produce a legible final product use technology when needed	select from a variety of publishing options such as <i>school newspaper, bulletin boards, or multimedia formats</i> produce a legible, neat final product use different technologies to produce a finished product	identify viable markets and forums for specific pieces of writing produce a legible, professional-looking final product use a variety of technological resources to produce a final product

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WRITING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

4. The student analyzes and evaluates the effectiveness of written work.

To meet this standard, the student will:

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
4.1 assess own strengths and needs for improvement use established criteria to reflect on and improve writing	establish and apply own criteria to improve writing analyze the works of effective writers to improve writing articulate the qualities that make a piece of writing effective	articulate own and established criteria to improve writing; defend choices to deviate from established criteria assess own strengths and developmental needs as a writer demonstrate knowledge of the qualities that make a piece of writing effective
4.2 seek and offer feedback accept and employ feedback on own writing when appropriate offer positive feedback on others' writing	accept feedback and edits to revise own writing when appropriate offer feedback, with guidance on others' writing, with regard to: <ul style="list-style-type: none">► concept and design► style► conventions	seek, evaluate, accept, and apply feedback; hold on to one's own vision independently offer specific feedback on others' writing with regard to: <ul style="list-style-type: none">► concept and design► style► conventions



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